

MEDIA ADVISORY

FOR IMMEDIATE RELEASE

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ASSESSMENT AND ACCOUNTABILITY COMMISSION TO HOLD PUBLIC HEARING ON ACCOUNTABILITY PLAN

The State Board of Education appointed Assessment and Accountability Commission will hold a public hearing July 18, 2002 to invite comment on its Draft V Comprehensive Accountability Plan. Citizens can participate at various locations through the statewide videoconferencing system. The meeting is scheduled from 7:00PM – 9:00PM (MT) / 6:00PM – 8:00PM (PT). Please see pg. 2 for details on the locations.

This past year, the State Board of Education adopted a comprehensive assessment system recommended by their Assessment and Accountability Commission. This new assessment system includes tests at each grade level for students in K-12, concentrated in the areas of Reading, Writing, and Mathematics. The new tests were piloted to Idaho public school students this past Spring. Pilot testing will continue in the 2002-2003 school year.

The Assessment and Accountability Commission is now focusing attention on developing a comprehensive accountability system, which will include appropriate indicators, levels of recognition, rewards, consequences, and improvement relative to the new state assessments. The Commission developed an accountability plan using information gained through public inquiries held throughout the state in May 2002. The Commission has since worked through several drafts, and will be presenting and inviting comment on the most current version of their comprehensive accountability plan (attached – can also be found at www.idahoachieves.com).

The plan proposes development of an accountability system that involves direction from the State Board of Education, provides requirements and policies to be applied by local school districts, and outlines performance levels for public school students. Initial drafts of the plan included a recommendation to develop a three-tiered diploma system for graduating students; however, the Commission is no longer pursuing a tiered system. Instead, the current plan proposes that all Idaho public school students be required to pass the Idaho Standards Achievement Test (ISAT) as part of the state requirements to graduate from an Idaho high

school. The ISAT, as it currently exists, tests student performance on Idaho achievement standards in Reading, Writing, and Math. Idaho standards were adopted in 1999, and are intended to be minimum standards for all Idaho public school students. The ISAT will initially be given to students in the 10th grade; however, students will have multiple opportunities to take it if they do not pass it the first time. The ISAT is still in the pilot stage and the proficiency level at which students will be considered “passing” is yet to be determined.

**ASSESSMENT AND ACCOUNTABILITY COMMISSION
ACCOUNTABILITY PUBLIC HEARINGS
JULY 18, 2002
7-9PM (MT) / 6-8PM (PT)**

Coeur d'Alene	North Idaho College, Hedlund Building Room 131
Moscow	University of Idaho, Education Building Room 103
Lewiston	Lewis-Clark State College, Sam Glenn Complex Room 50
Pocatello	Idaho State University, Library Media Center Basement Room B-35
Twin Falls	College of Southern Idaho, Evergreen Building Room C-95
Idaho Falls	Eastern Idaho Technical College, John E Christopherson Building Room 371
Boise	J.R. Williams East Conference Room

COMPREHENSIVE ACCOUNTABILITY PLAN DRAFT V

MISSION

To create a Comprehensive Assessment and Accountability System for Idaho's system of public education that includes appropriate indicators, levels of recognition, rewards, consequences, and improvement for all stakeholders.

GOALS and OBJECTIVES

1. To use student achievement data for the ongoing improvement of Idaho's public education system such that students ultimately meet or exceed Idaho's Achievement Standards.
2. To improve student preparation for postsecondary education and the workforce.
3. To improve the quality of administration, teaching, and learning in Idaho public schools.

STATE ACCOUNTABILITY

1. The State Board of Education ("SBOE") will establish indicators from the following areas to be used to measure school and district achievement:
 - a. Student progress or scores on identified indicators
 - b. Student attendance
 - c. Student drop out / completion rate
 - d. Distribution of student recognition levels within a school
 - e. Distribution of student recognition levels within a district
 - f. Adequate yearly progress
 - g. Performance Standards for the following indicators as appropriate:
 - 1) Idaho Reading Indicator (K-3)
 - 2) Levels Tests in Language Arts & Math (grades 2-9)
 - 3) Direct Writing Assessment (grades 5, 7, 9)
 - 4) Direct Math Assessment (grades 4, 6, 8)
 - 5) Idaho Standards Achievement Test (grades 10-12)
 - h. Performance reports of districts, superintendents, principals, and teachers based on the indicators listed above
 - i. Improvement plans for districts, schools, teachers and administrators.
2. The SBOE will establish performance levels for indicators.
3. The SBOE will collect the performance data and establish a reporting system that will provide timely, accurate and complete data for students, parents, teachers, schools, districts and State Department of Education as appropriate.

4. The SBOE will establish the following levels of recognition for schools and districts based on performance on the indicators.
 - a. Distinguished
 - b. Achieving
 - c. Improving
 - d. Needs Improvement
5. The SBOE will establish a system for distinguished schools and districts to actively engage in improving other schools and districts to attain the desired level of performance.
6. The SBOE will establish a system of incentives for schools and districts that attain a defined level of performance. This system should include the following:
 - a. Public recognition for performance, best practices and/or strategies at any/or all the levels, i.e., teachers, schools and districts
 - b. School level performance bonuses based on student growth data on all or specific indicators
 - c. Increased budgetary discretion at the district level for those districts meeting or exceeding performance expectations.
7. The SBOE will establish a system of consequences and interventions for schools and districts that do not meet performance expectations. This system should include the following:
 - a. District or State Department of Education prescribed professional development
 - b. State Department of Education mandated school or district improvement plan
 - c. Loss of state accreditation
 - d. Increased budgetary oversight by State Board of Education
 - e. District reconstitution by State Board of Education or Legislature.
 - f. Provide a system to communicate to parents student-performance levels on:
 1. Idaho Reading Indicator (K-3)
 2. Levels Tests in Reading, Language Usage, and Math (2-9)
 3. Direct Writing Assessment (5, 7, 9)
 4. Direct Math Assessment (4, 6, 8)
 5. Idaho Standards Achievement Test (10-12)
8. The SBOE will establish policies requiring communication and support. These policies should include the following:
 - a. Districts must identify, communicate and provide for individual student needs
 - b. Districts must provide for the training of educators and staff on data management and interpretation
 - c. Districts must provide for staff development for administrators and teachers
 - d. Districts must provide a system of peer assistance and mentoring for administrators and teachers
 - e. Districts must provide a system to identify, direct improvement or counsel teachers that are under-performing (based on a three year rolling average of student growth)
9. The SBOE will establish a consistent statewide reporting system for assessment results across all grade levels. The SBOE will issue district and school-based reports to the public annually.

10. The SBOE will establish a system of staff development and training that will aid in school and district success. This system should include the following:
 - a. Training on assessment system
 - b. Training on data management
 - c. Identification of “master” teachers and creation of a statewide mentoring program
 - d. Creation of a system for distinguished* schools and districts to share their formula for success.
11. The SBOE will establish policies requiring improvement and intervention plans for districts that do not meet performance indicators
12. The SBOE will establish a system of accreditation based primarily on student achievement
13. The SBOE will direct establishment of a statewide data management system

LOCAL BOARDS OF TRUSTEES/ DISTRICT/SCHOOL ACCOUNTABILITY

1. The local boards of trustees, districts and schools will utilize state defined indicators to measure school and district achievement. These indicators should include the following:
 - a. Student growth and achievement scores on identified indicators
 - b. Student attendance
 - c. Student drop out / completion rate
 - d. Distribution of student recognition levels within a school
 - e. Distribution of student recognition levels within a district
 - f. Adequate yearly progress
 - g. Performance Standards for the following indicators as appropriate:
 - 1) Idaho Reading Indicator (K-3)
 - 2) Levels Tests in Language Arts & Math (grades 2-9)
 - 3) Direct Writing Assessment (grades 5, 7, 9)
 - 4) Direct Math Assessment (grades 4, 6, 8)
 - 5) Idaho Standards Achievement Test (grades 10-12)
 - h. State defined performance levels for superintendents, principals and teachers
 - i. Measurable progress on improvement plans for districts, schools, teachers and administrators.
2. The local boards of trustees, districts and schools will apply state defined performance levels for indicators, and will define performance levels for any additional local indicators.
3. The local boards of trustees, districts and schools will apply the following state defined levels of recognition for schools and districts based on performance on the indicators.
 - a. Distinguished
 - b. Achieving
 - c. Improving

d. Needs Improvement

4. The local boards of trustees, districts and schools will participate and support the state system encouraging distinguished schools to actively engage in helping other schools and districts to attain the desired level of performance.
5. The local board of trustees, districts and schools will utilize a system of incentives for teachers, schools and districts that attain a defined level of performance. This system should include the following:
 - a. Public recognition for performance, best practices and/or strategies at any/or all the levels, i.e., (teachers, schools and districts)
 - b. School level and teacher performance bonuses based on student growth data on all or specific indicators.
 - c. Increased budgetary discretion at the school level for those schools meeting or exceeding performance expectations.
6. The local boards of trustees, districts and schools will define and apply a system of consequences and interventions for teachers, schools and districts that do not meet performance expectations.
7. The local boards of trustees, districts and schools will follow policies requiring communication and support required to:
 - a. Identify, communicate and provide for individual student needs
 - b. Provide for the training of educators and staff on data management and interpretation
 - c. Provide for staff development for administrators and teachers
 - d. Provide a system of peer assistance and mentoring for administrators and teachers
 - e. Provide a system to identify, direct improvement or counsel teachers that are under-performing (based on a three year rolling average of student growth).
 - f. Provide a system to communicate student performance to parents.

STUDENT ACCOUNTABILITY

1. The following indicators will be used to measure student achievement.
 - a. Adequate yearly progress
 - b. Assessment Scores
 - (1) Idaho Reading Indicator (K-3)
 - (2) Levels Tests in Language Arts & Math (grades 2-9)
 - (3) Direct Writing Assessment (grades 5, 7, 9)
 - (4) Direct Math Assessment (grades 4, 6, 8)
 - (5) Idaho Standards Achievement Test (grades 10-12)
2. Students will be held to performance standards levels that are consistent across all indicators.
3. Levels of recognition for student achievement will be noted as:

- a. Distinguished: those who exceed state standards at a level to be determined
 - b. Achieving: those who meet the state standards
 - c. Needs Improvement: those who do not meet the state standards
4. Students who attain a certain level of proficiency may be offered:
- a. Curricular enrichment for students in grades K-12
 - b. Opportunities for dual enrollment in college courses for student's grades 9-12 who exceed the standards.
 - c. State scholarship programs established by the SBOE to be compatible with achievement on state standards for graduating students
 - d. Monetary or other rewards funded by the SBOE for graduating students who are not bound for postsecondary education
5. The following consequences and interventions may be applied to students who do not yet meet the Achievement Standards at each grade level.
- a. An intervention program based on individual needs
 - b. Focused curriculum and class selection
 - c. Timely, focused communication will be provided to the individual student and parent to report the level and rate of student growth and achievement